DIFFERENTIATED TEACHING THROUGH AFL.
OBJECTIVES

• To provide an opportunity to discuss differentiated teaching through AfL at all levels of the primary classes.
• To familiarise ourselves with the general principle of AfL and its 7 strategies.
• To understand the meaning behind the first 3 strategies.
• To attempt some of these strategies in a lesson activity workshop.
EXPECTED OUTCOMES

• Define Assessment for Learning.
• Re-tell the 7 strategies of AfL.
• Talk about, at least, one strategy.
• Apply, at least, one strategy in a lesson plan.
• Create a lesson plan including the first three strategies.
What is differentiated teaching?

What are your concerns about it?

What is Assessment for Learning (AfL)?
IN SUM,

• Afl is an ongoing process during the lesson in such a way that the teaching, learning and assessment should become one holistic thing.

  • Cooking process is the formative part.
  • Serving and the eating is the summative part.
The 7 Strategies of AfL

• Understanding where the learner stands.
• Sharing the learning goal.
• Sharing the success criteria.
• Effective opportunities to think.
• Effective Feedback.
• Self & Peer Assessment.
Where are we?

- Brainstorming
- Structured questions
- Discussions
- Previous experience

Allow students to talk while you listen.
Which one is the best?
Who is she?

Naqraw u nifhmu storja
LI: Counting on.

• **Point** to the object.

• Start at 1.

• Continue counting by pointing and saying.

• Write the last number you said.

Count haphazardly.

Am I counting correctly?
LI: ADD ONE

• **COUNT** OBJECTS.

• **FIND** THE NUMBER ON THE NUMBER LINE.

• **JUMP** ONE

• **STOP.**

• **SAY** THE NUMBER.

• **WRITE** IT DOWN.
Talk about a picture

look
think
answer
ask

Steps to success
Nikteb sentenzi......

- Naqra l-isem ta’ ċiema. (Fil-ġnien)
- Naħseb u npingi.
- Nikteb kelma. Siġra
- Nikteb sentenza. Fil-ġnien hemm siġra.

Ballun Il-ballun huwa aħmar.
Some Good News

- FRONTER ROOM

TODAY

EDUCATIONAL ENTITIES

ASSESSMENT FOR LEARNING
L-għalliem irid isaqsi lill-istudenti jekk jafux x’inhu verb. L-għalliem jikteb din is-sentenza.

Peter ċareġ mid-dar filgħodu kmieni.

1, 2, 3, 4, 5,

Kull student fil-klassi b’subgħajh juri liema hi t-tweġiba t-tajba.
Mini whiteboards

The teacher asks a question and **ALL** the students have to answer by writing on a laminated whiteboard.
Talk about a picture.

Nikteb sentenzi.

Counting on.

Draw.

Kliem li juru azzjoni (verb)

Add on.

Think about the way they are written.

What do you notice?
Advert

What do you think of when you hear the word advertisement or advert?

(Create talk partners or web)
Which one is the poster?

Learners are asked to look at slide 1. They are asked to choose which one is a poster? Those who think that it is one they put up one finger, those who think that it is picture 2, they put up two fingers.
CREATING A POSTER.

• An eye catching title on top.
• All the details of the event (e.g. Date, time, place and contact details).
• Be attractive with colours and pictures.
• Whether it’s a free event or against payment.

EXTENSION: CREATE A POSTER FOR A DIFFERENT SITUATION.
An unusual weekend

• Can you give an example of weekend days?
Something strange in the street

• What do you understand by strange?
Think of a lesson that you will do tomorrow.

- Write its understanding.
- Discuss what you will do if the students do not know what you had expected.
- Write the learning goal.
- Write the steps to success.
SOME FEEDBACK

• What did you learn?
• What would you like to know more?
• What is still puzzling you?
Other Ideas

http://action.ncca.ie/resource/Tips/6